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ABSTRACT

This study was conducted to provide data as a basis for deriving school-based teacher educator competencies. The task analysis approach, using data derived from interviews, was selected as the basis of the study and as one of several methods for identifying competencies of the school-based teacher educator. The interviews were designed to reflect the problems, functions, and tasks of persons involved with teacher training. To identify persons in this role, letters were mailed to personnel directors of five school districts in the Houston area asking for names of individuals who have responsibility for staff development involving actual work with teachers in the classroom. Specifically, interviews focused on three questions: (1) Who are the role groups with whom these persons interact; (2) What tasks are performed; and (3) What functions are engaged in it. After analyzing the interview data, it appears that work with teachers is not considered a top priority by these educators. Very few of them actually worked with teachers in trying to improve the teaching-learning experience, and it was not reported as a major task. In comparing amounts of time spent on tasks with rated importance, the function ranked as first in percent of time spent was organizing, but it was ranked as fourth in importance. Training teachers was ranked second in percent of time but seventh in importance. The role description perceived by those interviewed indicated that they spent the major portion of time in administrative functions--planning, coordinating, and developing, with little involvement with classroom instruction. (DMT)

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SCHOOL BASED TEACHER EDUCATORS

2

A Task Analysis of Staff Development Personnel in Selected Public School Districts

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Introduction

School based teacher educators (SBTE) are professionals concerned with the preservice or inservice education of teachers, and whose primary bases of operations are elementary or secondary school. Over the past several years this role has achieved a recognition of increased importance. In the preparation of prospective teachers, greater emphasis is continuously being placed on actual schools, teachers and students as vital ingredients for professional instructional settings. The inservice education of certified, practicing teachers has become a major issue as well--with increasing amounts of time and resources being earmarked for inservice, and teachers becoming more involved in both the design and delivery of inservice programs as the organized teaching profession asserts its concern for greater relevance of inservice training activities to actual classroom realities.

Several methods have been used in specifying competencies for a specific role or a program. These include: 1) Perceptual Basis, 2) Theoretical or Conceptual Models, 3) Task Analysis, 4) Course or Program Translation, and 5) Needs of School Learners (Houston, 1975). When perception is used as a basis for competency specifications, the practitioner, trainers of the practitioner, and/or employers of the practitioner, are asked to identify the competencies they consider important. Edward Meyen and his colleagues at the University of Missouri (1971) employed this approach to develop the initial pool of competencies for special education curriculum consultants. Interviews were conducted with educators to discuss the roles and functions of the curriculum consultant and the knowledge and skills required to perform such functions. These competencies were organized and analyzed using a conceptual model designed for this purpose. Perceptions of professionals probably have been used most often as the basis for identifying competencies. The Universities of Georgia, Houston, Toledo, and Florida International used university faculty and school teacher perceptions of effective practice as the basis for their teacher preparation programs. In the absence of validated research, this approach appears to have promise for initial specification of competencies.

The task analysis approach to competency specification was utilized by the Center for Vocational and Technical Education at The Ohio State University in identifying 384 competencies common to vocational-technical teachers (Cotrell et al, 1972). Observations and logs were maintained by vocational teachers and used as the basis for competencies. The Health Science Study in New York (Gullion et al, 1973) devised a comprehensive task analysis procedure based on earlier work by the military (Ammerman, 1966).

The elementary models projects at Columbia (Joyce, 1968), Michigan State (Houston, 1968), and Massachusetts (Allen and Cooper, 1968) derived competency specifications from theoretical constructs of effective teachers. The University of Georgia elementary model

(Johnson et al, 1968) included competencies derived from an analysis of the needs of children.

After considering the various options and approaches, the task analysis approach, using data derived from interviews, was selected as the basis of this study and as one of several methods for identifying competencies of the school based teacher educator.

PROBLEM OF THE STUDY

The purpose of this study was to provide data as a basis for deriving SBTE competencies. The task analysis approach was selected, with data to be collected through interviews with persons in the public schools who were engaged in jobs which encompassed some tasks similar to those of the inservice school based teacher educator.

More specifically, the study focused on three questions:

1. Who are the role groups with whom these persons interact?
2. What tasks are performed?
3. What functions are engaged in?

PROCEDURES OF THE STUDY

In July, 1975, a letter was mailed to the Personnel Director of each of five school districts in the Houston area, asking them to submit names of those individuals who have responsibilities for staff development involving actual work with teachers in classrooms. During September, 1975, each of the persons identified was interviewed by a project staff member.

In the initial phase of the interview, the staff member attempted to establish a positive attitude toward the interview and its outcome. In this phase, the interview was conducted in a free and open manner to reduce threat and defensiveness. The purpose of the interview was clarified and a relaxed rapport extended by emphasizing that the

interview was a mutual exploration of ideas. Those interviewed were assured that they were resource persons for the project, and the interviewer was primarily interested in them as a source of ideas, relying on their expertise and judgment rather than as a source of factual information.

The interviewer described the school based teacher educator project and answered questions about it, its goals, and current stage of development. Time was spent attempting to ensure an unequivocal understanding of what is meant by school based teacher educator.

Further information, including name, address, and job title were listed on the interview instrument. Any other pertinent data were added.

The major portion of the interview centered around the following questions:

1. Please describe briefly what your job is. What do you do?
2. Who are the primary persons with whom you interact?
3. How do you interact with them? (list functions)
4. What are some problems you encounter?

5a. Could you be more explicit about what you do? Begin with yesterday (or today if in p.m.). What happened? (Write these as tasks; narrow statements to be specific, request additional details--How did you go about this?)

5b. I've listed what you indicated that you do on this page. Would you indicate just how important you feel each task is? Use a 5-point scale with 5 meaning "This is crucial to my success," and a 1 indicating "Less importance." (Mark each task accordingly.)

6. On this sheet is a list of functions that you might perform. About what proportion of your time do you think you devote to each? Use percents with 100 percent equalling all the time you devote to your job. If you perform functions not listed, add them to the bottom.

7. Which of these functions is most important? Rate each on a 5-point scale with 5 as a crucial function and 1 not important.

The data collected were tabulated and analyzed to determine the perceptions these persons have of their position and its specific tasks. These data are discussed in the following sections.

ANALYSIS OF DATA

Functions of Persons Identified as Responsible for Teacher Education

The first question in the interview focused on job descriptions and asked "What do you do?" Responses were grouped in four categories: (1) coordination, (2) work with teachers, (3) curriculum, and (4) management.

The function described most often was coordination. Though no clear definition was given, it was identified by forty-eight percent of those being interviewed. Responses of those interviewed included activities such as: coordinating K-12 program, coordinating curriculum, coordinating with other subject areas, coordinating all support systems, and serving as liaison between staff and administration.

Work with teachers was identified by thirty-six percent of those interviewed either as inservice training or professional development. Activities included: being available, dropping-in, supervising to be sure curriculum is being followed, giving demonstration classes, planning with teachers, setting up workshops, and observing classrooms.

Twenty-seven percent of those interviewed listed curriculum as a part of their job. Specific tasks included writing, developing, evaluating, finding, adopting, and implementing curriculum.

Management was listed by twenty-one percent of these professionals. Many of the tasks appeared to be clerical in nature--ordering books and distributing them; ordering equipment and monitoring its use;

working on budget; filing reports to the State; answering the telephone; and writing memorandums.

Other tasks engaged in by these persons included long-range activities such as evaluating effort, initiating and organizing research, providing and developing leadership, maintaining good public relations, and planning through identification of realistic goals and objectives.

Extent of Interaction with Other Role Groups

The second question asked those interviewed to list the persons with whom they interacted. Table I illustrates the percent of those interviewed who interacted with each of the other role groups.

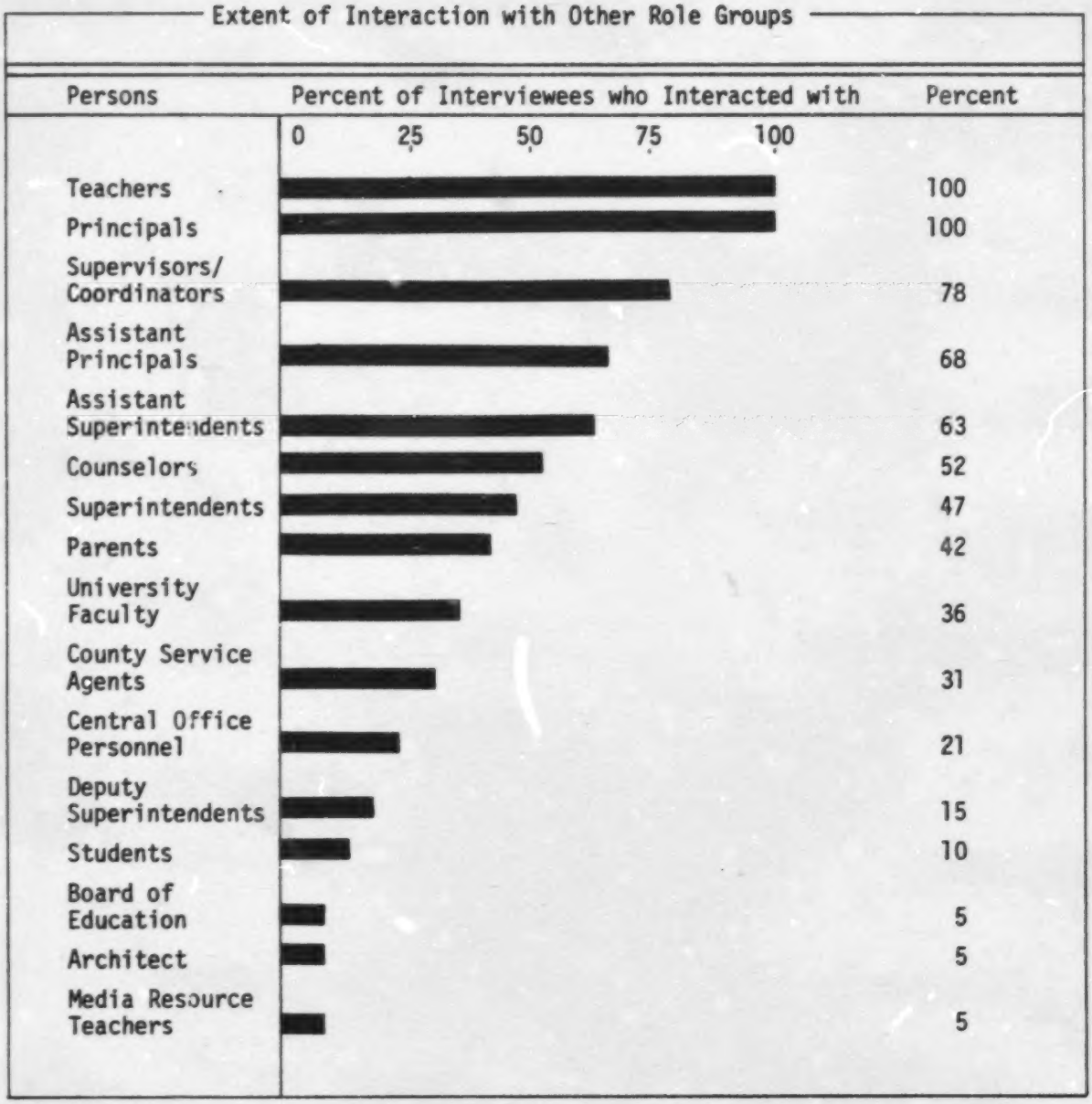
All of the interviewed personnel interacted with both teachers and principals. With the exception of teachers, their greatest contacts were with school administrators. Six of the seven most contacted groups were administrators (principals, one hundred percent; supervisors and coordinators, seventy-eight percent; assistant principals, sixty-eight percent; assistant superintendents, sixty-three percent; and the superintendent, forty-seven percent). In addition, twenty-one percent indicated contact with central office personnel, fifty-two percent with counselors, fifteen percent with a deputy superintendent, and five percent with the Board of Education. Forty-two percent interacted with parents while thirty-one percent worked in some way with community service agents. Thirty-six percent contacted university faculty; and only one in ten had contact with students in the public schools.

Nature of Interaction with Others

In question three, the educators were asked to consider each of the groups they had listed in the second question and to describe the activities performed in interaction with them. These activities are reported by role group. Those interviewed worked with teachers in three major areas: inservice education, visitation in classrooms, and providing leadership.

Table 1

Extent of Interaction with Other Role Groups



The first area in which those interviewed interacted with teachers was inservice education. Activities included such tasks as holding grade level meetings, speaking at faculty meetings, and demonstrating instruction with children. Those interviewed articulated the need to: (1) assist beginning teachers, (2) present appropriate strategies and methodology, and (3) demonstrate new ideas and techniques.

The second category centered around classroom visitation. Some perceived the need of visiting classrooms and establishing rapport, while others viewed their responsibility to include supervising so as to ensure the curriculum is being followed. Others assisted teachers by providing resources and materials and provided emotional support by praising when the opportunity presented itself. Only one person mentioned that reports were made to the principal following a classroom observation. Part-time teachers and part-time coordinators at the secondary level visited each teacher at least once a semester.

The third level of the educators in interaction with teachers centered around leadership activities. They felt it important to provide leadership by introducing innovations to teachers, advising on problems regarding certification, and coordinating their particular subject with other subject areas.

Most of the persons interviewed were concerned with facilitating communication and establishing a trusting relation with teachers. Only one person felt that the job required those interviewed to be authoritarian, stating that he "must push to produce."

All the persons interviewed interacted with principals as well as teachers, but in quite different ways. Their interaction with the principal included activities as advising concerning teaching methods to be used, informing him of changes in program and getting his approval, and discussing problems that are beyond their scope. In their relations with the principal, protocol was maintained as the educators recognized the principal's position as chief administrator in the school. They always reported first to the principal's office

when entering the school. Most meetings were informal, designed to establish rapport and maintain good relations.

In interacting with assistant principals, the educators kept them informed on the instructional program, reported on problems encountered with teachers and students, and discussed textbook distribution.

More than half of those interviewed interacted with school counselors. Their interaction concerned testing and test scores, grouping of students, records, placement of students, and discussion of content electives.

Almost half of those interviewed interacted with superintendents; however, such interactions were typically monthly staff meetings and informal contacts. A few were directly accountable to him and met daily.

Only fifteen percent of these professionals identified the deputy superintendent as a person with whom they interacted. They informed him of school happenings or served as a resource person. Only one was directly responsible to him. This may be a misleading statistic, however, for more than half of those interviewed worked with an assistant superintendent. The distinction between assistant and deputy superintendent may be more semantic than actual, relating to titles in school districts rather than actual role distinction.

While only one person was directly responsible to the assistant superintendent, all interacted regularly and in important ways with him. The forms of interaction included: meeting weekly to inform him of what they were doing in schools; identifying "hotspots," consulting weekly about faculties and planning, attending formal and informal meetings, constantly interacting over program changes and effectiveness, and providing statistics and advice.

Other central office personnel were contacted by one-fourth of the educators. The main functions were to act as a liaison between school and other district personnel, inform them of programs, make requests, and serve as a contact person for community resources.

Interaction with the Board of Education was listed by only one of the persons interviewed. He was required to attend all meetings, reporting on the status of the budget and instructional activities.

More than three-fourths of the educators interviewed interacted with supervisors-coordinators. The nature of this interaction was more collegial than with either teachers or administrators. The purposes for their meetings were: to provide mutual support, to consult and advise, to develop innovations, to interact as a group, to insure that all were acting consistently, and to assure continuity and consistency in instruction across elementary schools. Some met informally every morning; some met every Friday to discuss budget, curriculum, books, and materials; others met once a month to keep each other informed.

The persons interviewed met with parents only when speaking at PTA meetings, serving as advisor, or acting as liaison between school and parents. Very few of those interviewed had direct contact with students. They occasionally taught demonstration classes for teachers and worked with problem children.

Over one-third of the professionals interacted with University faculty. Contacts included consultation on certification requirements, assistance with field experiences for preservice students, and consultation in inservice education.

Problem Areas

As a part of the interview, the persons involved in staff development were asked to identify problems they encountered. These problems may be grouped in four major areas: managerial/organizational, lack of support, specific supervisory tasks, and role clarification. One of the persons interviewed recognized keeping up professionally as a problem. The magnitude of the problem areas and their relationship in terms of importance are illustrated in Table 2.

Table 2

Magnitude of Problem Areas

Problems	Number of times an item related to the problem was listed.
	0 5 10 15 20 25
Managerial/ Organizational	(Clerical, paper work, monstrous organization, time scheduling.)
Lack of support	(Responsibility with no authority, no budget, no facilities, principal's lack of expertise.)
Specific Supervisory Tasks	(Building of trusting relationships, lack of classroom organization, inadequate teacher preparation, difficulties in stimulating teachers to change.)
Role Clarification	(No clear definition of role, no clearly agreed upon purpose, conflicting role perception.)

Within the managerial/organizational problem area, difficulties in scheduling the educators' time was viewed as a problem. Exemplifying this difficulty were comments such as: "I was going to leave the office to visit some teachers at 9:00 and at 11:30 I was still dealing with phone calls," or, "If I get a call asking me to attend to a problem in a school on the far side of the District, 30 miles away, the rest of my scheduled visits have to be cancelled." Some of those interviewed felt that it was not feasible to visit all teachers in their classrooms as they had more than 300 teachers in many schools to supervise. In addition, they perceived themselves working in large and complex organizations that demanded excessive clerical work when communicating with teachers. Several supervisors not only typed their own memos and materials, but also duplicated and distributed them to the schools.

The second major problem area centered around the amount of support those who were interviewed felt they received from administrators. This was manifested by perceived lack of authority and no budget. They felt that these were not consistent with their increasing responsibility to improve education. While they were expected to evaluate the teaching staff informally and relay such information to the principal, the resulting action was determined by the principal. Further, some of those interviewed felt the principal lacked the expertise in curriculum and instruction necessary to make wise decisions. Such decision-making procedures were viewed as being non-supportive of supervisory personnel.

The third area--specific supervisory tasks--included problems pertaining directly to working with teachers in a school setting. The two most frequently identified difficulties in this area were: (1) trying to get teachers to change their teaching behaviors, and (2) working with teachers who were not qualified for the teaching position they held. Attempts to change teachers involved coordinating their observation of peers, demonstrating lessons for them, and providing a subject area specialist to work in their area of concern.

Those interviewed cited several cases involving unqualified personnel. One teacher with no teaching experience and another without special education training were assigned to classes for students with learning difficulties. English majors were frequently assigned as reading teachers even though they had no training as reading specialists. Such situations demanded that the educator spend considerable time and concentrate on such specific problems at the expense of other tasks and other teachers. While recognizing that this kind of assistance is why they were employed, those being interviewed questioned teacher employment and assignment procedures that resulted in incompetent practice.

The professionals being interviewed frequently found it difficult to build a trusting relationship with teachers. They hesitated to visit established teacher's classrooms. One said she went when she was invited, otherwise she visited with teachers in the lounge and kept in touch that way. Those interviewed stated that many teachers perceived them as supervisor-evaluators, not as individuals to help them in their teaching tasks. Teachers were suspicious and wondered why they were being visited. They viewed this visitor as an instrument of the administration.

The final problem area concerned the roles of supervisory personnel, and is closely related to some of the other problem areas. Despite written job descriptions being provided by the school districts for those interviewed, some were concerned because of a lack of: (1) a clearly defined role, (2) clearly defined purpose, and (3) consistent perception of their role by teachers.

Tasks of Those Interviewed

Question Five asked those interviewed to be more explicit about their job by describing the activities they engaged in the previous day and by specifying other tasks for which they were responsible. The interviewers recorded the tasks and then asked each of those responding to rate on a five-point scale the importance of each task.

Each task was then weighted by giving it a numerical value that corresponded to its rated value. For example, a task rated as four was assigned a weighted value of four. Weightings were summed for all interviews on each task, then ordered in terms of perceived importance. These data are reported in Table 3.

Regardless of the title held by the professional interviewed, curriculum development was a high priority task. The actual processes involved in this task were quite varied. Some appointed a teacher as a chairperson, met with the curriculum committee composed of teachers, and actively participated in writing the curriculum. Others, working alone, reorganized but did not actually develop curricula. Curriculum work was frequently precipitated by a new textbook adoption or by changes in the number of hours of instruction per course in the secondary level. The major task in curriculum development of those interviewed was revision of curricula.

In inservice activities, those interviewed seemed to be responsible for basic planning, arrangements, program preparations, and dissemination. Conducting inservice activities did not appear to be a major task of the professionals interviewed despite their identification as individuals who have a responsibility for working with teachers. Their primary task concerning inservice education was identifying, contacting, and making arrangements for other persons to conduct inservice activities.

While visitation was a major area of activity, the majority of those interviewed expressed caution and frustration about visiting individual teachers. They were instructed to and did visit teachers new to the school district, but those in the district for more than two years were visited either at the teacher's invitation or the principal's request. Some were reluctant even to make a routine visit to the classroom of established teachers.

Some of the educators had scheduled weekly meetings with peers, bi-monthly with first line supervisors, and monthly with superintendents. Some meetings appeared to be part of a major communication link within

Table 3

Tasks of Those Interviewed Weighted by Perceived Importance

Tasks	Weighting
1. Developing Curriculum	56
2. Planning Inservice	36
3. Visiting New Teachers	35
4. Visitation (Department Heads, Grade Level Heads)	33
5. Attending Meetings	31
6. Professional Organization (Subject Areas)	30
7. Conference with Principal	29
8. Secretarial Work	26
9. Acting as Resource Person	25
10. Preparing Materials	25
11. Providing Materials	25
12. Consultant-Special Problems	24
13. Preparing Budget	20
14. Conducting Inservice	19
15. Program Evaluation and Policy	18
16. Attend Inservice	18
17. Evaluation (Informal)	18
18. Encouraging Professionalism	17
19. Textbook Adoption	13
20. Preparing Special Reports	12
21. Public Relations	5
22. Meeting Textbook Publishers	4
23. Out of District Evaluation	4
24. Delivering Materials	2
25. Demonstration Lessons-Chairpersons	1

the administration of the school district. In secondary schools, the supervisor communicated at the school level with department chairpersons, who in turn communicated with teachers. Other meetings were with grade level chairpersons in elementary schools and with principals. Some of those interviewed questioned the value of large general meetings with administrative personnel where topics included management and operational procedures such as when lights would be turned on for PTA meetings and how to keep dogs off the baseball field.

Conferences with principals were not always happy occasions. Frequently, those being interviewed felt they were doing the principal's dirty work or were expected to solve his problems. On occasion they were frustrated by the principals' lack of current knowledge on curricular matters, particularly when action was taken without drawing on the expertise of the specialist.

All of those interviewed lamented the time spent on clerical tasks, lack of secretarial staff, and sometimes inadequate physical environment. They worked directly with printers, picked up and distributed materials, typed memoranda, and distributed them. One of those interviewed had no telephone, bookshelves, or an extra chair in her small office. All admitted that secretarial work required much time but was not an important aspect of their job.

Preparing and producing materials in most instances involved adapting and duplicating materials which the budget did not permit purchasing. There seemed very little original preparation of materials. Teachers were involved in evaluating both print and video resources received in the school district.

Consultation on special problems related primarily to special education or special requests for testing a child in a regular classroom for placement in a special program. Those interviewed did not describe a single problem that they were asked to consult on which directly involved teacher instructional practices.

Functions of Those Interviewed

Questions six and seven included a list of functions performed by those interviewed. They were asked to determine what percent of time was devoted to each function and then rate them on a five-point scale, with 5 as a "crucial function" and 1 as "not important."

The educators interviewed typically found these two questions difficult to answer. They noted that so many of the functions were intertwined in practice and could not be separated.

Table 4 includes the mean percent of time those interviewed estimated they engaged in each function, with its accompanying rank order. The mean rating in terms of perceived importance for each function also is included in Table 4.

Table 4

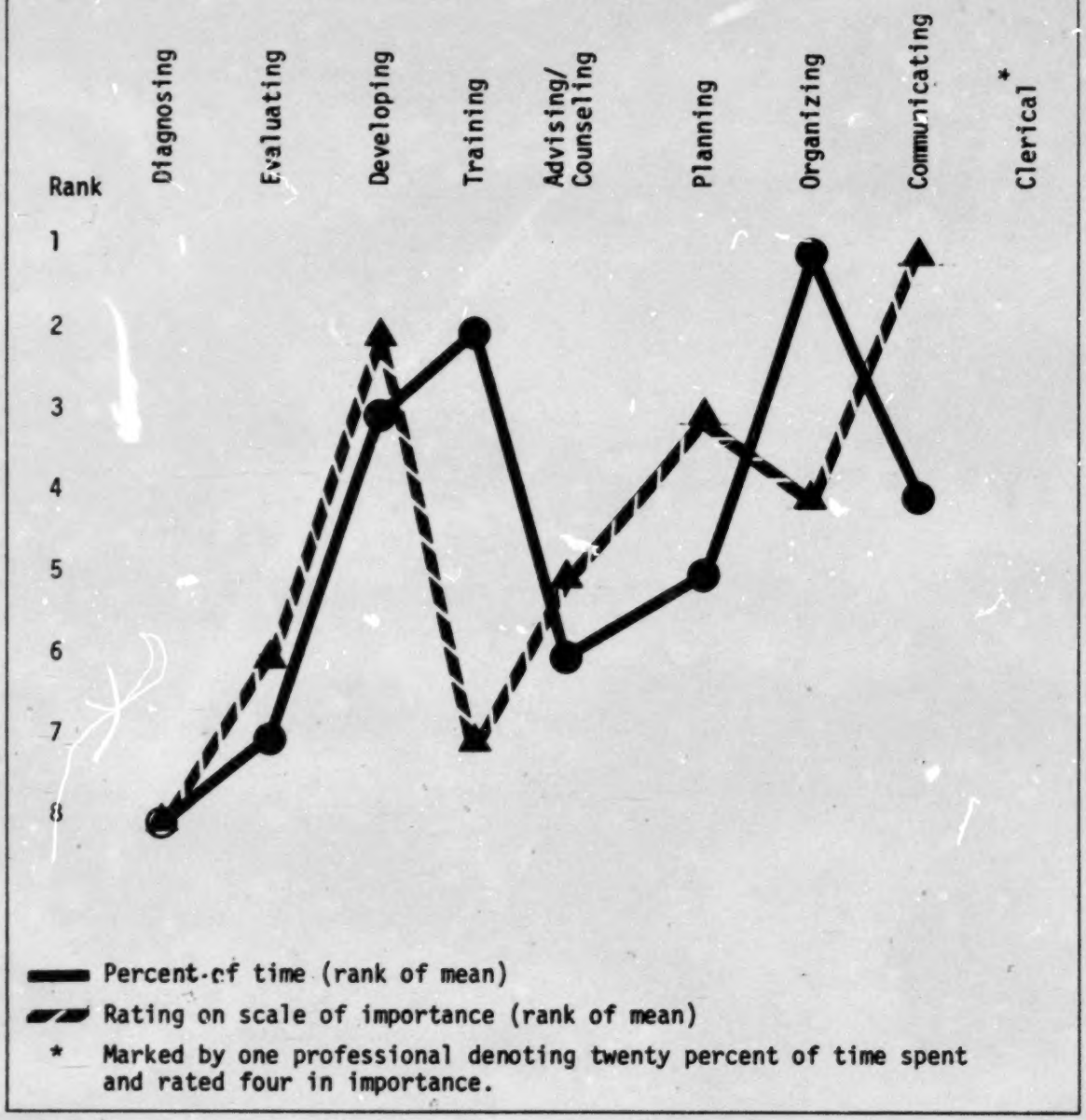
Percent of Time Devoted to Functions and Perceived Importance

Functions	Percent of Time		Rated Importance	
	Mean Percent	Rank	Mean Rating	Rank
Diagnosing	9.50	8	3.38	8
Evaluating	9.76	7	3.82	6
Developing	14.40	3	4.21	2
Training	14.80	2	3.79	7
Advising/ Counseling	13.00	6	3.83	5
Planning	13.60	5	4.02	3
Organizing	15.17	1	3.97	4
Communicating	13.75	4	4.53	1

Table 5 compares the two sets of data reported in Table 4 in graphic form so that extensiveness of participation in a function is related to perceived importance of that function. The graph in Table 5 displays the rank of each function.

Table 5

Relation between Percent of Time and Rated Importance of Functions



Diagnosing was ranked eighth on both percent of time spent and rated importance. Those interviewed estimated they devoted about ten percent of their time to this function. This item was not listed often in job descriptions of these persons and was generally rated as less important than other functions.

Evaluating was ranked seventh in percent of time spent and sixth on the scale of importance. In listing the tasks of their job, the educators did not mention evaluation except in evaluating curriculum and materials. In listing specific tasks (Table 3), evaluation activities were included only in the bottom ten, and these related primarily to program evaluation and informal evaluation. The related functions of diagnosing and evaluating, then, were rated as the least important functions.

The function of developing was ranked second on the scale of importance and third on percent of time expended. However, in examining the specific tasks these persons performed (Table 3) the one mentioned most often was developing curriculum.

The greatest discrepancy between time devoted to a function and its perceived importance was in training. Those interviewed ranked it seventh in importance but second in amount of time devoted to training. Considering the typical job descriptions for these people in the schools where interviews were conducted, this discrepancy is curious. The educators were expected to change behavior, and they devoted about one-sixth of their time to this function, but they considered six (out of eight) other functions more important.

Advising/Counseling ranked sixth on percent of time spent and fifth on rated importance. Considering the great variety of tasks and the large numbers of people with whom those interviewed interacted, apparently there was little time for advising/counseling with individual teachers.

Planning was ranked fifth in percent of time spent and third in rated importance. This function was not referred to in the job

descriptions, nor was it mentioned as a problem; however, when those interviewed were asked to be specific about tasks, planning inservice was mentioned as one of the top three. In considering this discrepency it appeared that most activities were not well planned but just happened or were dictated by others.

Organizing was ranked first in the percent of time spent and fourth in importance. The magnitude of this function also is reflected in Table 2 as a problem encountered by the majority of those interviewed. Most were in large and complex organizations with many teachers and administrators to work with and possessing little authority. In considering organizing and planning, part of the difficulty was that no clear delineation was made between the two terms.

Communicating was ranked first in rated importance but fourth in percent of time spent on it. Although this item did not appear on listings of job or specific tasks, most of those interviewed considered it important in every phase of their job.

Clerical tasks, an item appearing in the top ten specific tasks performed (Table 3) and listed repeatedly in problems encountered (Table 2) was marked by only <u>one</u> of those interviewed (who spent twenty percent of his time on this and rated clerical as fourth in importance).

CONCLUSION

The interviews were designed to reflect the problems, functions, and tasks of persons involved with teacher training. To identify persons in this role, letters were mailed to Personnel Directors of five school districts, asking specifacally for names of individuals who have responsibility for staff development involving actual work with teachers in the classroom. After analyzing the interview data it appears that work with teachers is not considered a top priority

by these educators. Very few of them actually worked with teachers in trying to improve the teaching-learning experience, and it was not reported as a major task in Table 3. Teachers were listed by one hundred percent of those interviewed as persons with whom they interacted and the tasks in that interaction included inservice education. When probed for more specificity, however, this meant planning and organizing inservice, not conducting it. Individual teachers were assisted only when there was a problem. In most instances these educators hesitated to visit classrooms except those of teachers new to the district. In terms of importance, most tasks directly related to classroom teaching were ranked in the lower half of the scale.

The interviewers' initial impressions were supported by the data; those persons assigend to work with teachers to improve instruction simply do not do so. They are busy, but the tasks they engage in are of such a nature as to keep them away from the classroom; away from teachers. It was an appalling finding, one claimed by teachers for years (it is part of the lore) but thoroughly substantiated in this set of interviews. We strongly recommend that this finding be tested with other teacher educators in similar settings.

Problems encountered by the respondents almost can be anticipated by the: a) number of tasks they are responsible for doing, b) number of people at various levels with whom they interact, and c) lack of role clarification by the individual and those with whom the individual works.

In comparing amount of time spent on tasks with rated importance, the function ranked as first in percent of time spent was organizing--an administrative function--but was ranked fourth in importance. Training of teachers was ranked second in percent of time but seventh in importance (developing, planning, organizing were considered more important). The role description as perceived by those interviewed included a multiplicity of tasks which would insure them against getting involved with actual problems in classrooms. They spend

the major portion of time planning, coordinating, developing, and very little time doing something to actually make a difference in classroom instruction.

The role of the school based teacher educator is a crucial one. If, as has been noted, greater emphasis is being placed on the school as the site for professional instruction and professional practice for both preservice and inservice training, it becomes critical that there be in the school, a professional whose responsibility is training teachers. This person needs to (1) demonstrate the competencies necessary to work with teachers, both preservice and inservice; (2) have the time to spend with teachers who need assistance; and (3) consider the training of teachers as an important task. As the competencies are being specified and training programs designed, it is imperative to stress teacher education; otherwise the school based teacher educator could easily become another administrator housed in the central office.

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